

Case Manager:_____

Date IEP turned in for review:_____

Student Name:_____

File Reviewer:_____

High-Quality IAIEP Development

	Written to improve student outcomes (5)	May meet compliance indicators but lacks quality to improve student outcomes (3)	May not meet compliance indicators and lacks quality to improve student outcomes (1)
Narratives <hr/> Score	<ul style="list-style-type: none"> Strengths pertain to education, are written in positive terms, and help you see “who” the student is Parent concerns are stated in their own words Adverse impact statement is clear, tells how, and contains all areas of deficit noted in IEP Medical information is addressed and any diagnoses are supported by documentation Consideration of Special Factors questions are complete and correctly identified Passes the stranger test 	<ul style="list-style-type: none"> Strengths pertain to education, are written in positive terms, and help you see “who” the student is Parent concerns are documented Adverse impact statement lacks narrative to support how the disability affects involvement and progress in the general curriculum Medical information is addressed Consideration of Special Factors questions are complete, but are weak or unclear 	<ul style="list-style-type: none"> Strengths do not contain academic area and do not allow you to know “who” the student is Parent concern is blank, says “TBD at meeting” or “parents have no concerns” or “parents not present” Adverse impact statement includes predetermination Medical information is left blank Consideration of Special Factors questions are incomplete, incorrect, or misaligned with other information in the IEP
Present Levels of Educational Performance (PLEPs) <input type="checkbox"/> Numbers <input type="checkbox"/> Can-do's <input type="checkbox"/> Deficits <input type="checkbox"/> Educational Impact <hr/> Score	<p>Data-</p> <ul style="list-style-type: none"> Formal data, informal data, and narrative are all included Contains multiple sources of data across multiple settings Data is current; any older data is on the IEP for a clear reason <p>What the data shows-</p> <ul style="list-style-type: none"> What the student “can do” in the area(s) of deficit is based off of the data included States how student is performing compared to typical peers Gives clear direction for deficit-based instruction <p>Educational Impact-</p> <ul style="list-style-type: none"> Impact of the deficit in the general education classroom is clearly stated 	<p>Data-</p> <ul style="list-style-type: none"> Formal data, informal data, and narrative are not all included, but all areas are assessed Lacking multiple sources of data across multiple settings Data is current; less than one year old <p>What the data shows-</p> <ul style="list-style-type: none"> What the student “can do” in the area(s) of deficit based off of the data is vague or unclear or missing Statement of how student is performing compared to typical peers is missing/incomplete Does not give a clear direction for deficit-based instruction <p>Educational Impact-</p> <ul style="list-style-type: none"> Impact of mastery of standards in the general education classroom is weak, broad, or unclear 	<p>Data-</p> <ul style="list-style-type: none"> Contains very little information, possibly from only one source or only one setting Much of the data is more than one year old and should have been updated Areas that should be addressed are not <p>What the data shows-</p> <ul style="list-style-type: none"> Does not give a clear understanding of the student’s present performance in the area; may contain misinformation about assessment data Provides numbers, but no interpretation <p>Educational Impact-</p> <ul style="list-style-type: none"> Impact of mastery of standards does not give any understanding of how the student’s deficit affects his/her general education

High-Quality IAIEP Development *Continued*

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Measurable Annual Goals (MAG) <input type="checkbox"/> Short-term objectives required for students taking the Alternate Assessment <hr/> Score	<ul style="list-style-type: none"> Observable, measurable and specific Skill deficit(s) identified is directly linked to an area of exceptionality in the PLEPs Includes the following: condition, clearly defined behavior, performance criteria (how well, how consistently, how often, how measured) The “given” (condition) provides specific, clear direction for goal monitoring 	<ul style="list-style-type: none"> One or more goals are written for each exceptional PLEP area Not clearly observable and/or specific Specific skill deficit(s) identified is not clearly linked to an area of exceptionality in PLEP One or more of the following are weak or incomplete: condition, clearly defined behavior, performance criteria (how well, how consistently, how often, how measured) The “given” (condition) lacks a specific, clear direction for monitoring 	<ul style="list-style-type: none"> Lacking goals for exceptional areas, or goals written for areas that were determined to be “Not Exceptional” Goals are standards-based, not deficit-based Goal measurement is course-specific Goals are not measurable
Accommodations and/or Modifications <hr/> Score	<ul style="list-style-type: none"> Individualized Based on documented need that is directly linked to PLEPs, adverse impact statement, and/or cognitive processing deficits 	<ul style="list-style-type: none"> Indication that accommodations are not individualized Not clearly based on need that is directly linked to PLEPs, adverse impact statement, and/or cognitive processing deficits 	<ul style="list-style-type: none"> Not aligned to PLEPs, adverse impact statement, and/or cognitive processing deficits
Testing Accommodations <hr/> Score	<ul style="list-style-type: none"> Based on need that is directly linked to PLEP, adverse impact statement, and/or cognitive process deficits Accommodations for district/state assessments align with accommodations for classroom assessments Read aloud accommodation is only noted if the student meets the requirements and is also received for classroom assessments 	<ul style="list-style-type: none"> Not clearly linked to PLEPs, adverse impact statement, and/or cognitive processing deficits Accommodations for district/state assessments align with accommodations for classroom assessments Read aloud accommodation is noted, and is also received for classroom assessments, but there is no basic reading or reading fluency deficit noted 	<ul style="list-style-type: none"> Not aligned to PLEP, adverse impact statement, deficit areas and/or cognitive processing deficits Accommodations for district/state assessments are not aligned with accommodations for classroom assessments, including read aloud

High-Quality IAIEP Development *Continued*

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Services <hr/> Score	<ul style="list-style-type: none"> Written correctly (type, provider, sessions, time per session, dates, location) Clearly aligned with PLEPs and Goals LRE/ General Ed statement aligns with IEP Special Transportation noted correctly and applicable forms completed ESY Services (when applicable) were selected and completed correctly 	<ul style="list-style-type: none"> Written incorrectly in one or more of the following areas: type, provider, sessions, time per session, dates, location Not clearly aligned with PLEPs and Goals LRE/ General Ed statement not clearly aligned with IEP Special Transportation was addressed ESY services were addressed 	<ul style="list-style-type: none"> One or more of the following areas is missing: type, provider, sessions, time per session, dates, location Not aligned with PLEPs and Goals LRE/ General Ed statement not aligned with IEP Special Transportation was not addressed ESY services were not addressed
Transition <hr/> Score	<ul style="list-style-type: none"> Student is invited to and has meaningful participation in their IEP meeting Age-appropriate transition assessments include a student's strengths, needs, interests, and preferences and are based on multiple assessments Measurable postsecondary goals are outcome oriented and indicate they occur after high school Course of study is written as a 4 year plan of purposeful high school study Clear evidence that a student's annual goals facilitate movement toward postsecondary goals Transition services begin no later than age 16 	<ul style="list-style-type: none"> Student is invited to their IEP meeting Age-appropriate transition assessments do not include a student's strengths, needs, interests, and preferences Measurable postsecondary goals are not outcome oriented or occur during high school Course of study is written in general terms and not individualized (i.e. State "CDC" or "All General Education) No evidence that a student's annual goals facilitate movement toward postsecondary goals Transition services are not developed by age 16 	<ul style="list-style-type: none"> Student was not invited to their IEP meeting Postsecondary goals were not based on age-appropriate transition assessments; or assessment was not in the current year No measurable postsecondary goals No transition service listed Course of study is incomplete

High-Quality IAIEP Development *Continued*

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Overall IEP and Procedures <hr style="width: 10%; margin-left: 0;"/> <p style="text-align: center;">Score</p>	<ul style="list-style-type: none"> • Passes the stranger test • Evidence the IEP was well thought out and well planned for • Notice of Meeting was generated at least 10 calendar days prior to the meeting date; 10 day waiver may also be signed by parent • Student's schedule outlining services and suggested time is communicated • Minimal clerical errors are present • Progress reports of goal monitoring are clear and specific • Appropriate documents, including signature pages, are uploaded into EasyIEP • No more than 365 days has passed since the most recent IEP was finalized 	<ul style="list-style-type: none"> • Marginally passes the stranger test making it unclear in some areas • Minimal evidence that IEP was well thought out and well planned for • 10-day notice was waived without generating notice of 10 or more days • Multiple clerical errors present • Progress reports are sent to parents at least as often as their non-disabled peers • Some required documents are uploaded into EasyIEP • No more than 365 days has passed since the most recent IEP was finalized 	<ul style="list-style-type: none"> • Does not pass the stranger test, making it unclear • No evidence that IEP was well thought out or well planned for • 10-day notice was not provided and there is no evidence of a signed parental waiver • Clerical errors interfere with readability/meaning • Progress reports are not generated and/or sent to parents at least as often as their non-disabled peers • Few/no required documents are uploaded into EasyIEP • More than 365 days has passed since the most recent IEP was finalized
Self-Score:			
Administrator Score:			